



Assessment Policy

Oakridge International School is committed to providing high-quality education that promotes students' academic and personal growth. We recognize that assessment is an integral part of the learning process, and we strive to use assessment practices that are fair, valid, and reliable. Our assessment policy is guided by the following principles:

Purpose:

The purpose of assessment is to evaluate students' understanding, skills, and knowledge in relation to learning objectives, and to provide feedback that supports students' ongoing learning and growth.

PHILOSOPHY

Oakridge International School aims to create a better world through high quality education that will give academic, technical, Godly and moral foundation to the next generation equipping them to be inquiring, knowledgeable, caring young people who will create a better and more peaceful world through educational and professional opportunities - giving opportunities to be of service to others in a spirit of mutual understanding and respect towards a shared humanity for the common good of mankind.

Isaiah 61:3 (AMP)

“To grant to those who mourn in Zion –
to give them an ornament of beauty instead of ashes,
the oil of joy instead of mourning,
the garment of praise instead of a heavy, burdened and failing spirit –
that they may be called *oaks of righteousness*
the planting of the Lord
that He (God) may be glorified”



Oakridge International School of Young Leaders is an educational institution that envisions a community of learners who are endeavoring to make a difference in the country and in the world by being:

- God honoring
- Globally competent
- Great contributors to society

MISSION

To be an unparalleled leader in high quality international education in the Philippines and in the world by designing and implementing transformative methods and techniques in teaching and learning that are embraced and replicated everywhere.

VISION

Oakridge International School aims to create a better world through High quality education that will give academic, technical, Godly and moral foundation to the next generation, prepare them for greatness through educational and professional opportunities and giving every opportunity to be of service to others in a spirit of mutual understanding and respect towards a shared humanity for the common good of mankind.

GOAL

Oakridge International School Core Values Based on Biblical Worldview and IB PYP

At Oakridge International School, we believe that our core values are fundamental to achieving our mission and vision. Our values are aligned with a biblical worldview and the International Baccalaureate (IB) Primary Years Programme (PYP) and guide our actions, decisions, and interactions with others.

The goals of Oakridge International School education, based on the International Baccalaureate (IB) curriculum and a biblical worldview, are:

1. Developing Inquiring, Knowledgeable, and Caring Learners: Oakridge International School aims to foster a love for learning in students and nurture their curiosity and critical thinking skills. Through the IB curriculum, students are encouraged to be



knowledgeable in various subject areas while also developing empathy and compassion towards others.

2.

Cultivating Global-mindedness: Oakridge International School

1.

promotes an international outlook and encourages students to appreciate diverse cultures, perspectives, and worldviews. The IB curriculum emphasizes global engagement and encourages students to become responsible global citizens who are aware of global issues and strive to make a positive impact on the world.

2. Nurturing Ethical Leaders: Oakridge International School instills in students a strong sense of integrity, morality, and social responsibility. Students are encouraged to reflect on ethical dilemmas and make principled decisions based on biblical values and moral reasoning.

3. Encouraging Balanced Development: Oakridge International School recognizes the importance of a holistic approach to education that promotes the development of students' intellectual, emotional, physical, and social well-being. The IB curriculum emphasizes a balanced education that encourages students to participate in a wide range of activities, including academics, arts, sports, and community service, to foster their overall development.

3.

Fostering Effective Communication and Collaboration: Oakridge International School emphasizes the development of effective communication and collaboration skills in students. Through the IB curriculum, students are encouraged to express themselves confidently, listen actively, and work collaboratively with others, preparing them to thrive in diverse professional and social environments.

4. Cultivating Respect for Faith and Spirituality: Oakridge International School recognizes the importance of faith and spirituality in the lives of students and promotes an inclusive environment that respects diverse religious beliefs. The school encourages students to develop a personal relationship with God based on a biblical worldview and fosters an understanding and appreciation of different faith traditions.

5. Promoting Environmental Stewardship: Oakridge International School emphasizes the importance of environmental sustainability and encourages students to be responsible stewards of the environment. Through the IB curriculum, students are encouraged to develop an understanding of environmental issues and take action to



protect and preserve the environment for future generations.

6. **Instilling a Growth Mindset:** Oakridge International School promotes a growth mindset in students, encouraging them to embrace challenges, persevere through obstacles, and learn from failures. Through the IB curriculum, students are encouraged to develop a positive attitude towards learning, embrace lifelong learning, and strive for continuous personal and academic growth.

CORE VALUES

Oakridge International School seeks to provide an education that is rooted in a biblical worldview and the principles of the International Baccalaureate (IB) program. Our core values reflect our commitment to these two important aspects of our educational mission:

1. **Faith:** We believe in the importance of a personal relationship with God, and we seek to cultivate in our students a love for God and a desire to serve Him. Our educational program is grounded in biblical truth and values, and we strive to help our students develop a strong faith that will guide them throughout their lives.
2. **Knowledge:** We believe that education should be both broad and deep, and we strive to provide our students with a well-rounded education that includes a broad range of academic disciplines. Our goal is to help our students develop a deep understanding of the world around them, and to equip them with the knowledge and skills they need to succeed in an increasingly complex and interconnected world.
3. **Critical thinking:** We believe that critical thinking is an essential skill for success in today's world, and we seek to cultivate this skill in our students. Our educational program emphasizes the development of analytical and problem-solving skills, and we encourage our students to think deeply and critically about the issues they encounter.
4. **Communication:** We believe that effective communication is essential for success in all areas of life, and we seek to develop this skill in our students. Our educational program emphasizes the development of strong communication skills, including the ability to speak and write clearly and persuasively.



5. **Character:** We believe that character is the foundation of a successful life, and we seek to develop strong character in our students. Our educational program emphasizes the importance of honesty, integrity, and compassion, and we encourage our students to develop a strong sense of personal responsibility.
6. **Global citizenship:** We believe that we are all citizens of the world, and we seek to prepare our students to be responsible and engaged global citizens. Our educational program emphasizes the importance of cultural understanding and respect for diversity, and we encourage our students to think critically about global issues and to take action to make the world a better place.
7. **Service:** We believe that service is an essential component of a meaningful life, and we seek to develop a spirit of service in our students. Our educational program emphasizes the importance of giving back to the community and making a positive difference in the lives of others.
8. **Innovation:** We believe that innovation is essential for success in today's world, and we seek to cultivate this skill in our students. Our educational program emphasizes the development of creativity and entrepreneurship, and we encourage our students to think outside the box and to take risks in pursuit of their goals.

These core values reflect our commitment to providing an educational program that is both grounded in biblical truth and principles and aligned with the highest standards of the International Baccalaureate program. We believe that this combination of values and educational approaches will help our students to become successful, well-rounded, and compassionate leaders who make a positive impact in the world.

Assessment Practices:

Our school uses a variety of assessment practices, including formative and summative assessments, to evaluate students' learning. We use assessments that are appropriate to the content and level of instruction, and that provide a comprehensive view of students' learning.



Fairness: Our school is committed to using assessment practices that are fair and equitable. We ensure that assessments are free from bias and discrimination, and that they reflect the diverse backgrounds, experiences, and abilities of our students.

Authenticity: Our school recognizes the value of authentic assessments that reflect real-world contexts and challenges. We strive to use assessments that are relevant, meaningful, and engaging for our students.

Feedback: Our school provides timely and constructive feedback that supports students' learning and growth. We use feedback to help students understand their strengths and areas for improvement, and to help them set goals for their learning.

Data Analysis: Our school uses assessment data to inform instruction and improve student learning. We analyze assessment data to identify patterns and trends, and to make evidence-based decisions about instruction and support.

Assessment Literacy: Our school is committed to promoting assessment literacy among our students, teachers, and families. We provide training and resources that help our community understand the purpose, practices, and benefits of assessment.

By using fair, valid, and reliable assessment practices that promote students' learning and growth, our assessment policy aims to support our students' academic and personal development. We believe that assessment is an integral part of the learning process, and we are committed to using assessment practices that reflect our values and goals as a school.

The assessment policies of educational institutions in the Philippines are governed by various laws, regulations, and guidelines, including:



1. Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, which mandates the implementation of a K-12 program in the Philippines and requires the use of a standardized assessment system to measure the progress of students.
2. DepEd Order No. 8, s. 2015, which provides guidelines for the administration of the Philippine Educational Placement Test (PEPT) and Accreditation and Equivalency (A&E) Test, both of which are used to assess the knowledge and skills of out-of-school youth and adult learners.
3. DepEd Order No. 58, s. 2017, which outlines the policies and guidelines on the selection, promotion, and placement of learners in public elementary and secondary schools. This includes the use of various assessment tools, such as tests, performance tasks, and portfolios.
4. The Magna Carta for Persons with Disabilities (Republic Act No. 7277), which requires educational institutions to provide reasonable accommodations and support for students with disabilities, including appropriate assessment measures to determine their educational needs.

Oakridge International School uses differentiated instruction and varied ways of assessment. We believe in real assessment of learning and thus do not use transmutation of grades.

At Oakridge International School, we believe that assessment is an integral part of teaching and learning. Our assessment policy aims to ensure that all students have equal opportunities to achieve success in their learning. Our policy is based on the principles of fairness, validity, reliability, and transparency. We strive to make our assessments authentic, relevant, and useful in guiding student learning.

Assessment Procedures:

Assessment at Oakridge International School will be conducted in the following ways:

Formative Assessment:



1. Formative assessments will be conducted regularly throughout the academic year to track student progress and provide feedback to students and teachers. Teachers will use a variety of formative assessments, such as quizzes, assignments, and projects to assess student learning. Feedback will be provided to students on their progress and areas for improvement.

Summative Assessment:

2. Summative assessments will be conducted at the end of each term to evaluate student learning. These assessments will be designed to measure student performance against the learning outcomes of the respective courses. The types of summative assessments used will vary depending on the course and may include exams, essays, presentations, and projects.

Reporting and Feedback:

3. Parents/guardians will be kept informed of their child's progress through regular progress reports and parent-teacher conferences. These reports will provide information on student performance and areas for improvement. Teachers will provide feedback to students on their assessments and help them set goals for improvement.

Academic Honesty:

4. Oakridge International School expects all students to demonstrate academic honesty in their work. Any form of plagiarism, cheating, or academic dishonesty will not be tolerated, and appropriate disciplinary action will be taken.

Special Educational Needs:

5. Oakridge International School is committed to providing equal opportunities for all students, including those with special educational needs. We will provide reasonable accommodations for students with special needs to ensure they are assessed fairly and equitably.



At Oakridge International School, we believe that assessment is an essential tool in promoting student learning and success. Our assessment policy aims to ensure that all students have equal opportunities to achieve success and receive timely feedback on their progress. By adhering to this policy, we will help students develop the necessary skills and knowledge to become lifelong learners.

Grading System

OISYL LETTER GRADES	OAKRIDGE UNDERSTANDING	DEPED UNDERSTANDING
A+ A A-	Excellent	Advance
B+ B B-	Very Good	Proficient
C+ C C-	Good	Approaching Proficiency
D	Low Pass	Developing Proficiency
F	Failure	Beginning Proficiency

Grades in the School Report Cards: Letter Grades

INTERPRETATION OF LETTER GRADES (as recorded in the student's Form 137)

LETTER GRADES	NUMERICAL EQUIVALENT
A+	96.5 (97-98-99) 100+
A	92.5 (93-94-95-96) 96.4
A-	89.5 (90-91-92) 92.4



B+	86.5 (87-88-89) 89.4
B	82.5 (83-84-85-86) 86.4
B-	79.5 (80-81-82) 82.4
C+	76.5 (77-78-79) 79.4
C	72.5 (73-74-75-76) 76.4
C-	69.5 (70-71-72) 72.4
D	59.5 -69.4
F	0-59.4

Grading System of Inclusion Program

Academic Placement

Regular- curriculum is not changed; expectation is according to curriculum grade level.

OISYL LETTER GRADES	OAKRIDGE UNDERSTANDING	DEPED UNDERSTANDING
A+ A A-	Excellent	Advance
B+ B B-	Very Good	Proficient
C+ C C-	Good	Approaching Proficiency
D	Low Pass	Developing Proficiency
F	Failure	Beginning Proficiency

Note: We will follow the grading system of General Department if the student is regular in that area/subject.



Modified-curriculum is changed according to what the student is expected to learn and demonstrate in the content area.

Changed- curriculum is totally changed according to the student’s assessment.

Inclusion Department letter Grades	Minimum %
M- Mastered	95
P- Proficient	85
A-Average	60
B-Basic	40
NI- Needs Improvement	0

Academic Awards

Awards in the different subjects areas can obtain by garnering straight A’s from the first quarter up to fourth quarter.

The **Mighty Oak Award** will be given to the student, who not only shows excellence in the academic field but also exemplifies what it truly means to be a leader.

The **Academic Excellence Award** will be given to the students who achieved a grade of A from the first quarter up to the fourth quarter in all of their subjects.

The **Leadership Award** will be given to the students who showed exemplary leadership, not just within the four walls of the classroom, but outside as well.

Subject Area Awards will be given to students who garnered a grade of Straight A from the First to Fourth Quarter in a major subject.

Attendance Award will be given to students who completed 99% of the required total number of school days.



Scholastic Awards are also given to students who meet the criteria as set out by Scholastic.

Rules on Retention/Incomplete Grades

	REQUIREMENT	DECISION
For Grades 1 to 3 Learners	1. Final Grade of at least (D) in all learning areas	Promoted to the next grade level
	2. Did not meet expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing marks to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
	3. Did not meet expectations in three or more learning areas	Retained in the same grade level
For Grades 4-10 Learners	1. Final Grade of at least (D) in all learning areas	Promoted to the next grade level
	2. Did not meet expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing marks to be promoted to the next grade level. Otherwise the learner is retained in the same grade level.
	3. Did not meet expectations in three or more learning areas	Retained in the same grade level
	4. Must pass all learning areas in the Elementary	1. Earn the Elementary Certificate 2. Promoted to Junior High School



	5. Must pass all learning areas in Junior High School	1. Earn the Junior High School Certificate 2. Promoted to Senior High School
For Grades 11 to 12 Learners	1. Final Grade of at least (D) in all learning areas in a semester	Can proceed to the next semester
	2. Did not meet expectations in a prerequisite subject in a learning area	Must pass remedial classes for failed competencies in the subject before being allowed to enroll in the higher level subject
	3. Did not meet expectations in any subject or learning area at the end of the semester	Must pass remedial classes for failed competencies in the subject before being allowed to enroll in the next semester. Otherwise the learner must retake the subject failed
	4. Must pass all subjects or learning areas in Senior High School	1. Earn the Senior High School Certificate

Note: No retention for student who enrolled under inclusion program as long the student is diagnosed by a developmental pediatrician.

Title: School Policy Writing Procedure

1. **Purpose:** The purpose of this document is to outline the procedure for drafting, reviewing, and implementing school policies at Oakridge International School to ensure consistency, clarity, and alignment with the school's mission, vision, and values.

2. **Policy Development Committee Formation:**



- The School Administration shall establish a Policy Development Committee consisting of representatives from various departments, including academic, administrative, and support staff.

- The Committee shall be chaired by a designated member of the school leadership team.

3. *Identification of Policy Needs***:**

- The Committee shall regularly review existing policies and identify areas where new policies are required due to changes in regulations, organizational needs, or emerging issues.

- Feedback from stakeholders such as teachers, staff, students, parents, and governing bodies shall be considered during this process.

4. *Drafting of Policies***:**

- The Committee shall research best practices, legal requirements, and relevant literature pertaining to the identified policy area.

- Draft policies shall be prepared in consultation with subject matter experts and stakeholders to ensure comprehensiveness and relevance.

- Policies shall be written in clear, concise language, using a standardized format to facilitate understanding and implementation.

5. *Review and Approval Process***:**

- Draft policies shall undergo multiple rounds of review within the Committee to address any concerns, ambiguities, or inconsistencies.

- Once the Committee approves a draft policy, it shall be forwarded to the School Leadership Team for final review and approval.

- Legal counsel may be consulted, if necessary, to ensure compliance with local regulations and laws.

6. *Consultation and Feedback***:**

- Key stakeholders, including faculty, staff, parents, and students, shall have the opportunity to provide feedback on draft policies through designated channels.

- Feedback received shall be carefully considered and may lead to revisions before final approval.

7. *Implementation and Communication***:**



- Upon approval, new policies shall be communicated to all relevant stakeholders through official channels such as staff meetings, newsletters, emails, and the school website.
- Adequate training and resources shall be provided to ensure understanding and adherence to new policies.

8. **Monitoring and Evaluation**:

- The effectiveness and impact of new policies shall be periodically monitored and evaluated by the Policy Development Committee.
- Feedback from stakeholders and any emerging issues shall be considered for potential policy revisions or updates.

9. **Documentation and Maintenance**:

- All approved policies shall be documented in a centralized repository, easily accessible to stakeholders.
- Policies shall be regularly reviewed and updated as needed to reflect changes in regulations, best practices, or organizational requirements.

10. **Policy Review Cycle**:

- A systematic review cycle shall be established to ensure that all policies are reviewed and updated at regular intervals, typically every [specify time frame].

11. **Revision Process**:

- Any proposed revisions to existing policies shall follow a similar procedure as outlined above, including consultation with stakeholders and approval by the appropriate authorities.

12. **Policy Dissemination and Accessibility**:

- Policies shall be made accessible to all stakeholders through the school's website, intranet, or other designated platforms.
- Any amendments or updates to policies shall be promptly communicated to ensure continued compliance.

13. **Policy Enforcement**:

- The school administration shall ensure that all policies are enforced consistently and fairly, with appropriate measures taken in cases of non-compliance.



14. *****Continuous Improvement*****:

- The Policy Development Committee shall continuously strive to improve the policy development process based on feedback, evaluation, and changes in the school's needs and external requirements.

This procedure shall serve as a guiding framework for the development, review, and implementation of school policies at Oakridge International School, fostering a culture of transparency, accountability, and excellence in governance.